

LAKE FOREST ELEMENTARY

16 Berkshire Avenue
Greenville, South Carolina 29615

GRADES K-5 Elementary School

ENROLLMENT 704 Students

PRINCIPAL Cynthia Coggins 864-292-7665

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	63	28	1	0

IMPROVEMENT RATING:

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 23 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Average	Average	No

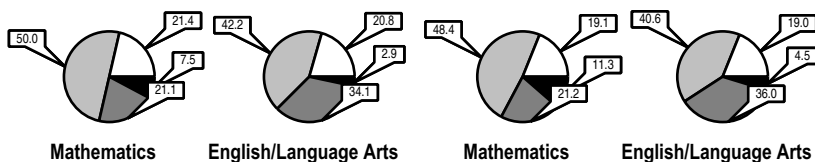
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	342	95.3	17.6	43.9	35.5	3.0	52.4	Yes	Yes
Gender									
Male	190	94.2	21.3	47.5	30.6	0.6	44.4		
Female	152	96.7	13.2	39.7	41.2	5.9	61.8		
Racial/Ethnic Group									
White	171	96.5	11.0	38.7	45.2	5.2	63.2	Yes	Yes
African-American	96	93.8	23.7	44.7	30.3	1.3	44.7	Yes	Yes
Asian/Pacific Islanders	21	95.2	10.0	60.0	30.0	0.0	40.0	I/S	I/S
Hispanic	51	94.1	35.7	52.4	11.9	0.0	31.0	Yes	No
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	256	96.5	11.0	43.6	41.4	4.0	62.6		
Disabled	86	91.9	39.1	44.9	15.9	0.0	18.8	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	342	95.3	17.6	43.9	35.5	3.0	52.4		
English Proficiency									
Limited English Proficient	30	83.3	31.8	40.9	27.3	0.0	45.5	I/S	I/S
Non-Limited English Proficient	312	96.5	16.4	44.2	36.1	3.3	52.9		
Socio-Economic Status									
Subsidized meals	179	93.9	26.2	47.6	25.5	0.7	43.4	Yes	Yes
Full-pay meals	163	96.9	9.3	40.4	45.0	5.3	60.9		

Mathematics - State Performance Objective = 15.5%									
All Students	342	98.8	20.9	50.3	21.2	7.5	48.0	Yes	Yes
Gender									
Male	190	98.4	20.4	50.9	21.0	7.8	47.9		
Female	152	99.3	21.6	49.6	21.6	7.2	48.2		
Racial/Ethnic Group									
White	171	98.8	11.9	45.3	30.8	11.9	62.3	Yes	Yes
African-American	96	97.9	35.4	55.7	6.3	2.5	25.3	Yes	Yes
Asian/Pacific Islander	21	100.0	19.0	52.4	23.8	4.8	52.4	I/S	I/S
Hispanic	51	100.0	27.3	56.8	13.6	2.3	38.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	256	100.0	11.5	53.0	25.6	9.8	57.3		
Disabled	86	95.4	51.4	41.7	6.9	0.0	18.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	342	98.8	20.9	50.3	21.2	7.5	48.0		
English Proficiency									
Limited English Proficient	30	100.0	30.8	46.2	19.2	3.8	46.2	I/S	I/S
Non-Limited English Proficient	312	98.7	20.0	50.7	21.4	7.9	48.2		
Socio-Economic Status									
Subsidized meals	179	98.9	30.9	52.0	11.8	5.3	32.2	Yes	Yes
Full-pay meals	163	98.8	11.0	48.7	30.5	9.7	63.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	101	99.0	13.6	44.3	35.2	6.8	42.0
	Grade 4	106	97.2	22.3	42.6	34.0	1.1	35.1
	Grade 5	110	98.2	24.7	52.6	21.6	1.0	22.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	94.1	12.5	33.7	49.0	4.8	53.8
	Grade 4	108	96.3	17.5	42.3	37.1	3.1	40.2
	Grade 5	116	95.7	23.1	57.4	18.5	0.9	19.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	101	100.0	14.6	55.1	20.2	10.1	30.3
	Grade 4	106	99.1	22.9	46.9	18.8	11.5	30.2
	Grade 5	110	100.0	21.4	46.9	21.4	10.2	31.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	118	99.2	22.7	59.1	15.5	2.7	18.2
	Grade 4	108	98.2	16.3	41.8	27.6	14.3	41.8
	Grade 5	116	99.1	25.2	48.6	19.8	6.3	26.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 704)				
First graders who attended full-day kindergarten	95.9%	N/C	100.0%	100.0%
Retention rate	3.0%	Down from 3.8%	2.8%	2.7%
Attendance rate	96.7%	Up from 96.4%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.4%		4.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.5%		3.2%	3.5%
Eligible for gifted and talented	16.0%	Down from 21.2%	15.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.6%	Up from 12.1%	9.2%	8.2%
Older than usual for grade	0.7%	Up from 0.1%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	43.5%	Up from 40.0%	52.0%	51.4%
Continuing contract teachers	89.1%	Up from 84.4%	90.9%	87.5%
Highly qualified teachers**	92.9%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	9.5%		0.0%	0.0%
Teachers returning from previous year	81.1%	Down from 82.2%	88.0%	86.7%
Teacher attendance rate	94.3%	Down from 98.0%	95.0%	94.9%
Average teacher salary	\$37,837	Up 1.3%	\$40,869	\$40,760
Prof. development days/teacher	11.0 days	Up from 7.4 days	12.3 days	12.4 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.9 to 1	19.0 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 93.8%	90.3%	90.0%
Dollars spent per pupil*	\$5,362	Up 8.2%	\$5,819	\$6,044
Percent of expenditures for teacher salaries*	64.8%	Down from 65.9%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.2%		92.0%	
Highly qualified teachers in high poverty schools**	93.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lake Forest is a suburban school with an International Studies theme. Students from various cultures and countries are a part of our student body, reflecting our school motto "A Community of Nations." We take pride in our child-centered elementary school. Our successes come from a talented and nurturing staff, committed administration, and an active, supportive PTA, SIC, and community. Our mission is to equip each child with skills to achieve his/her full potential by providing opportunities that promote achievement and excellence through a partnership with home, school, and community.

Our school offers a variety of programs during the year. Each activity is designed to promote our students' academic, social, and emotional well-being. We strive to use a challenging, standards-driven curriculum to develop a community of responsible citizens and life-long learners. Core academic subjects are given special emphasis, particularly reading, mathematics, and writing. Students performing below grade level are identified to receive special assistance. The ESOL teachers, computer lab manager, and volunteers assist students in the core areas. A year-long after-school tutorial program assisted students in grades 4-5 in the areas of English/Language Arts, Mathematics, and Writing two days each week. Students in grades 3-5 achieving at a higher level participated in programs for the academically gifted. Artistically talented students participated in programs offered at the District level. After-school daycare classes continue to be very popular at Lake Forest. We offer a structured program with a wide variety of activities for participants.

Lake Forest entered the first year of classrooms for students who speak other languages. These students were taught by teachers currently completing a master's degree program in Teaching English to Speakers of Other Languages. They attended class with their English-speaking peers, but received specialized instruction to help them learn the English language. We encourage parent and community participation in all aspects of our school life to truly be a community for our children. Lake Forest continues to strive for improved educational opportunities for every student and achievement of excellence at every level.

Cindy Coggins, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	109	84
Percent satisfied with learning environment	100.0%	94.4%	91.4%
Percent satisfied with social and physical environment	100.0%	93.4%	94.0%
Percent satisfied with home-school relations	97.8%	89.6%	75.6%

*Only students at the highest elementary school grade level at this school and their parents were included.